RICE HUMANITIES
Center for Languages and Intercultural Communication

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SPANISH 141: FIRST YEAR SPANISH I
Spring 2020 / Classroom: Rayzor 113
Section 001 MWF 9:00-9:50 am / Section 002 MWF 10:00-10:50 am

Instructor: Claudia García-Rueda
Office Hours: By appointment
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Prerequisite: No prior knowledge of Spanish OR placement by the Spanish Placement Test

2020 Rice-in-Costa Rica Summer Study Abroad Program

This 6-week intensive program is designed for students who have completed one year of studying Spanish (both SPAN 141 and 142 OR placement into SPAN 263). During the program, students will complete 2 courses (SPAN 263 and 264) and receive 6 credits. The program includes two Spanish courses, homestay, community engagement, weekend excursions, and work with language partners. For more information, visit https://clic.rice.edu/study-abroad

TEXTBOOK

Protagonistas, 2nd ed. Vista Higher Learning ISBN 978-1-68004-989-3.[1]
Online through publisher: https://vistahigherlearning.com/school/rice
You can find a user guide about how to set up an account and register for the class at
https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

COURSE DESCRIPTION AND OBJECTIVES

Span 141 is a 3-hour credit course designed as an introduction to the fundamentals of Spanish in the four skills; speaking, listening, reading, and writing. It is the first course in the Spanish language sequence where, through a student-centered, critical-thinking approach to language acquisition and language analysis, students **a)** begin to construct a body of language; **b)** are introduced to some of the basic linguistic structures of Spanish; **c)** begin to develop interactional competence; **d)** start to become acquainted with some of the socio-cultural concepts and values of the Spanish-speaking word; and **e)** begin to develop a pragmatic knowledge of Spanish.
NOTE: The acquisition and mastering of effective communicational/interactional skills in an L2 constitute

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.

a complex task; it implies knowledge of the social and cultural values of the target language and the ability to produce speech acts (actions) that are appropriate for specific situations. This is something commonly not explored in first-year language courses. To close this gap, students in this course will analyze specific speech acts and common conversational practices to **a)** become aware of the different ways in which speakers of Spanish conceive each other; **b)** develop their critical understanding of the sociolinguistic and sociocultural aspects of language use; and c) understand how through language and language use speakers construct their identity and work collaboratively with others to co-construct meaning.

COURSE OUTCOMES: By the end of the semester, students should be able to do the following.

Listening:

- Understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.
- Identify main ideas or relevant information from spoken or recorded basic Spanish.

Reading:

- Read and understand short, simple texts.
- Find specific, predictable information in simple everyday material such as advertisements, menus, and timetables.

Speaking (interaction):

- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Handle short social exchanges.

Speaking (production):

- Introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Use familiar everyday expressions aimed at the satisfaction of needs of a concrete type.

Writing:

- Write short, simple notes and messages relating to matters in areas of immediate need.
- Compose short paragraphs, for example describing the place where they live.

Intercultural Learning:

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Apply knowledge and critical thinking to proposed cultural topics and use diverse frames of reference to address problems.
- Communicate and connect with people in other communities and in various environments with cultural appropriateness.
- Develop and inform critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

Interactional Learning:

- Demonstrate active listening with a variety of reactions in multiple settings.
- Participate and continue a conversation by asking follow-up questions.
- Use appropriate greetings and farewells that vary by social context.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.
- Express gratitude in various settings in ways that vary by interlocutor.

LEARNING ENVIRONMENT: Our learning environment is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion, and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor respectfully, courteously, and with dignity. This will enrich your cultural learning experience.

PARTICIPATION

You are expected to come to class **every day**, and **actively participate** in class.

Good participation means:

- You are prepared.
- You use as much Spanish as possible.
- You are proactive.
- You are an active listener.
- You participate in individual, small group, and/or whole class activities and discussions.

Simply showing up for class is not enough to earn a good participation grade. No grade is given for simple attendance.

Behavior that will negatively affect your participation grade:

- Texting.
- Side conversations unrelated to class.
- Cell phone use (cell phones must be turned to vibrate and NOT visible during class).
- Sleeping.
- Wearing sunglasses.
- Coming to class under the influence of substances.

Any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the Student Code of Conduct. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

The above information should be considered a guideline for participation, instructors will use the Participation Grade Rubric available on Canvas, and we strongly recommend students to read it at the beginning of the semester.

The instructor will go over the participation criteria and upload them to CANVAS. You will receive **three participation grades** during the semester**.** The grade will include comments from the instructor, if necessary. You have one week after the posting of the grade to speak to the instructor and get clarification about the grade, not to negotiate.

ATTENDANCE

All students are allowed **3 unexcused absences**. If you have more than **3** unexcused absences, your **final course grade will drop by a third letter grade** (i.e. from A to A-) per missed absence beyond 3. If you miss a class, **it is your responsibility to catch up with what was covered in class that day and should contact a classmate not the instructor.**

Excused absences are **ONLY** allowed in the case of:

- Participation in university-sponsored activities.
- Observance of religious holidays.
- Interviews for graduate school, jobs or medical school[2].
- Serious illness.[3]

You must inform your professor **via email** before your absence or the day you return to class. If you fail to inform the professor, the absence will be counted as unexcused.

Missing class to study for another course is not acceptable. It is your responsibility to manage your time.

Punctuality to class is required. You might have another class or a job or other activity right before this class, so you have a window of 5 minutes to be considered on time. If you arrive more than 5 minutes past the hour, you are considered late. For every 5 times you are late, you accumulate an unexcused absence. **5 tardies (more than 5 mins. late) = 1 unexcused absence**

COURSE ASSIGNMENTS

Assignment information will be posted in CANVAS and VHL website (Supersite), so it is important to check them on a daily basis.

1. Homework: Homework in Spanish 141 will take many forms. The most important, which is not necessarily "assigned" but should be done daily, is studying (for example preparing the vocabulary before the start of each unit). This can be done according to each student's needs and habits, but is

[2] If you are assigned an interview date that is the same as class, you could be asked to forward the email. If you are given a choice for the interview date and time, you are expected to make reasonable efforts to choose a date and time that does not conflict with class times and dates.

[3] We do not require documentation for serious illness. As a young-adult and under the Rice Honor Code, it is your responsibility to decide the seriousness of the illness and email your instructor before or after. We count on you to not violate this trust.

necessary to create a good foundation starting on the first day of the semester. Homework will also include **VHL WebSAM On-line (SAM).** Students SHOULD follow the calendar to reinforce work done in class. All assigned exercises will be reviewed at the end of each chapter. To complete each homework simply log on to the textbook's website: www.vhlcentral.com. To see videos on how to manage your assignments go to https://www.vhlcentral.com/screencasts/student?source=m3

The activities assigned represent extensive practice that will assist students to internalize the language. Homework will need to be completed by the dates that appear in the VHL Supersite. Late homework is accepted with a 5% reduction for each day it is late. As with any website, you might experience **technical issues.** Make sure you report these issues to the **VHL Technical Support not the instructor.** You can submit your request at https://support.vhlcentral.com/hc/en-us/requests/new

2. Compositions: There will be 2 compositions that will formally assess your written communication abilities in Spanish. One will be done outside of class and the other one will be done in class.

3. Quizzes and Exams: These will test your acquired knowledge of the material and competencies covered in class such as reading, writing, and listening, cultural awareness and language analysis. Quizzes will be taken in class and will last about 15 minutes. Exams will last approximately 50 minutes. There will be:

- 3 quizzes.
- 2 Exams: Exam 1 (lessons 1-3) and exam 2 (lessons 4-5).
- **There is no final exam for this class.**

4. Oral Assessments: The activities to assess your oral abilities will be structured as follows:

a) Oral Exams/Role plays: You will complete two role-plays of about 3-5 minutes with randomly assigned partners. The goal is for students to demonstrate their ability to establish a conversation in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer.

b) Language Consultants Sessions: You are required to visit the Language Consultant hours on the first floor of Rayzor Hall. You are expected to engage in a short conversation with the Language Consultants and will be given a completion grade upon signing the sign-in sheet and having the LC sign as well. These sessions will help your speaking abilities. It is your responsibility to check their calendar. You will visit them 3 times during the semester.

The Rice CLIC offers language consultants free of charge to all language students. Schedule of hours available in the CLIC lab website. You can meet the language consultants at Rayzor Hall, room 116.

https://calendar.google.com/calendar/embed?src=rice.edu_4c0743mak0abhj1des9gd17sl0%40group.calendar.google.com&ctz=America%2FChicago.

c) Conversation with a native speaker: You will engage in 1 short 3-5-minute spontaneous conversation with a native speaker of Spanish. The interaction must be filmed and submitted through CANVAS. In addition, students will need to complete self-assessment sheet where they analyze their conversation, and indicate specific conversational features/practices/strategies that made the interaction a successful one. Finally, students will also submit a critical reflection, in English.

d) Cultural Event Video Presentation. In pairs. In order to enhance your knowledge of Spanish Culture and to link your knowledge of Spanish Language to the Spanish speaking community in Houston you will attend one Hispanic related cultural event. You will then create a video describing and evaluating your experience. More detailed instructions will be provided later in the semester. Information about cultural events in the Houston area will be available on Canvas.

MAKE–UPS

If you know in advance that you will not be able to take an exam or quiz, you must make arrangements with your instructor prior to the missed exam to take it. If you have an unforeseen emergency that falls under the excused category above on the day of the exam, you must contact the instructor ASAP or BEFORE you miss the scheduled time for the quiz or exam to make other arrangements. Make-ups will only be allowed if you contact the instructor (e-mail, or in person).

EVALUATION

Oral Ability	**50%**
Interactional	
● Oral exams/Role plays (2)	10%
● Language Consultant Visits (3)	10%
● Conversations (1)	10%
● Participation	10%
Presentational	
● Cultural Event Presentation	10%
Writing Ability	**50%**
● Homework (supersite, tasks, etc.)	10%
● Compositions (2)	10%
● Quizzes (3)	10%
● Exams (2)	20%
Total:	**100%**

The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than 60 constitutes an F.

LATE WORK

An assignment is considered late beginning 1 minute after the deadline.

Homework (VHLCentral and Handouts) will automatically get 5% deducted for each day late.

Composiciones will automatically get points deducted deducted for each day late: *Composiciones* (10%).

Conversations (recordings and additional documents) will automatically get 10% deducted for each day late.

Oral Assessments: Since these are done outside of class, you will need to make an appointment. If you miss your appointment, you will be allowed to reschedule, but you will get 10% taken off your grade.

Cultural/Service Event Video Presentation: videos and documents will automatically get 10%. deducted for each day late.

FINAL GRADES:

Grades are posted on Canvas and VHL throughout the semester. Keep your returned graded materials for your records. Once the semester is over, that means the last day of class, **there is no further assignment or meeting intended to boost or change the grade.** Follow you grades and performance during the semester and verify your Canvas before the last week of class.

HONOR CODE:

- Oral Assessments 1 & 2: Students can work with classmates or language consultants to practice but must show their own abilities when assessed.
- Conversation with a native speaker: Students can work with classmates or language consultants to practice but must show their own abilities when assessed. Do not rehearse the recorded conversation or read a script.

- Homework: Students can work with classmates or language consultants to guide them.
- Compositions: Students MAY NOT consult with anyone but can use an online dictionary or their textbook.
- Quizzes and Exams: These fall strictly within Honor Code guidelines and must be completed by students completely on their own without any external help.

DISABILITY SUPPORT SERVICES: Any student with a documented disability needing academic adjustments or accommodations is encouraged to speak with the instructor during the first two weeks of class. All discussions will remain confidential. Students with disabilities need to contact Disability Support Services in the Ley Student Center.

MENTAL HEALTH[4]:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the Wellbeing and Counselling Center (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do -- for yourself and for your loved ones.

Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000

[4] Modelled after Ithaca College: https://www.ithaca.edu/intercom/article.php/20150112161559318